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ABSTRACT

Four observations concerning continuing education in colleges and universities are discussed in this address by the president of the National University Continuing Education Association (NUCEA): lifelong learning, the coupling of theory and practice, involvement with the liberal arts core, and the importance of continuing education conference operations. A university oriented toward lifelong learning needs to accommodate part-time study, both off and on campus. In order to test theoretical concepts, colleges will have to meet face-to-face with industry, military, and social agencies, and government. Involvement with the academic core of the liberal arts is essential for continuing education to have status and stature on campus. The atmosphere of continuing education conferences is important to promoting positive exchanges. Factors that have contributed to improvement in the Board of the NUCEA include continuity within the presidencies, the commission and review of position papers, and increasing involvement in external relationships with other continuing education associations. (SW)

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ADDRESS DELIVERED

AT THE

AWARDS LUNCHEON

ANNUAL CONFERENCE
NATIONAL UNIVERSITY CONTINUING EDUCATION
APRIL 16, 1984

BY

ADELLE F. ROBERTSON, PRESIDENT

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A NATIONAL PRESIDENCY SHOULD BE A TURNING POINT FOR AN INDIVIDUAL AND IT HAS BEEN FOR ME. AS I HAVE TAKEN ADVANTAGE OF THE MANY OPPORTUNITIES NUCEA HAS PRESENTED, CERTAIN OBSERVATIONS ABOUT THE FIELD OF CONTINUING EDUCATION HAVE BEEN HIGHLIGHTED AND REINFORCED. ONE OF THE MOST CENTRAL OF THESE IS THAT LEARNING IS LIFELONG. IN THE PAST, THESE WORDS HAVE BEEN ESPOUSED BY ALL OF US BUT THE RESPONSE OF THE FACULTY AND THE ADMINISTRATION ON OUR HOME CAMPUSES HAS BEEN LESS THAN LIVELY. RECENTLY, HOWEVER, A VARIETY OF FORCES HAVE BEEN CONVERGING TO MAKE THIS CONCEPT TAKE SHAPE AND TO CREATE RIPPLES IN ACADEMIC PLANNING AND IN CURRICULA.

THE DEMOGRAPHICS THAT SUGGEST THAT THE CLIENTELE FOR COLLEGES AND UNIVERSITIES WILL MAKE A MAJOR SHIFT TO OLDER ADULTS RATHER THAN DEPENDENT YOUTH; THE ECONOMICS THAT WILL REQUIRE INSTITUTIONS OF HIGHER EDUCATION TO PROVIDE HUMAN RESOURCE DEVELOPMENT AS WELL AS HUMAN RESOURCE MAINTENANCE AND THE RECOGNITION THAT, ACCORDING TO ANTHONY CARNEVALE, "KNOWLEDGE AND HUMAN RESOURCE DEVELOPMENT HAVE BEEN THE DOMINANT SOURCES OF AMERICAN ECONOMIC GROWTH BETWEEN 1929 AND THE PRESENT AND ARE THE PRIMARY SOURCE OF PROJECTED GROWTH THROUGH 1990. GROWTH IN 'WORKING SMARTER' OR ADVANCES IN KNOWLEDGE, FORMAL EDUCATION, AND THE REALLOCATION OF LABOR THROUGH RETRAINING ...
HAVE CONSISTENTLY ACCOUNTED FOR THREE-QUARTERS OF INCREASED OUTPUT SINCE 1929 AND SHOULD ACCOUNT FOR SIMILAR PROPORTIONS OF PROJECTED GROWTH THROUGH 1990. BY COMPARISON, LAND IS NO LONGER A SIGNIFICANT GROWTH RESOURCE, AND CAPITAL ACCOUNTS FOR A CONSISTENT 20% OR LESS OF HISTORICAL AND PROJECTED GROWTH.

IN SHORT, WITHOUT KNOWLEDGE DISSEMINATION AND EDUCATION, GROWTH WOULD HAVE BEEN VIRTUALLY NONEXISTENT THROUGHOUT MOST OF THIS CENTURY." 1

IN ADDITION, TWO TANGIBLE EVENTS HAVE TAKEN PLACE WHICH LEND CREDENCE TO A BELIEF THAT ACADEMIC CURRICULA MAY INCORPORATE LIFELONG LEARNING. FIRST, IS AN INVITATIONAL MEETING CALLED BY THE AMERICAN ASSOCIATION OF COLLEGIATE SCHOOLS OF BUSINESS IN ST. CHARLES, ILLINOIS, TO DISCUSS THE FUTURE OF MANAGEMENT EDUCATION AND DEVELOPMENT. BECAUSE OF NUCEA'S INVITATION TO DICK WEEKS AS A GENERAL SESSION SPEAKER LAST YEAR IN RENO AND BECAUSE THE BUSINESS, INDUSTRY & LABOR DIVISION ASKED THE INCOMING AACSB PRESIDENT TO DO A WORKSHOP AT THEIR FORT LAUDERDALE MEETING, JON HEGGAN, CHAIR OF BIL, AND I WERE INCLUDED IN THE 30 PARTICIPANTS. THE FOCUS OF THIS MEETING WAS TO LOOK AT THE ENTIRE SCOPE OF MANAGEMENT EDUCATION AND DEVELOPMENT...WITH A FOCUS ON THE CONCEPT OF LIFELONG LEARNING. THE SERIOUSNESS OF THIS DISCUSSION WAS EVIDENCED BY THE APPOINTMENT OF TWO PRINCIPAL INVESTIGATORS, DEAN LAWRENCE MCKIBBIN AND PROFESSOR LYMAN PORTER. THEY WILL WORK FOR 15 MONTHS ON A $400,000 RESEARCH PROJECT TO PROJECT THE FUTURE ENVIRONMENT FOR MANAGEMENT, TO SURVEY CURRENT CURRICULA IN MANAGEMENT EDUCATION AND TO MAKE RECOMMENDATIONS FOR MODIFICATION OF COLLEGIATE PROGRAMS AND CURRICULA FOR MANAGEMENT EDUCATION AND DEVELOPMENT.

SIMILAR TO THIS EFFORT BUT IN ANOTHER PROFESSION IS THE RELEASE OF A PROPOSAL FOR LIFELONG COOPERATIVE EDUCATION IN 1982

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1. ANTHONY PATRICK CARNEVALE, "HIGHER EDUCATION'S ROLE IN THE AMERICAN ECONOMY," EDUCATION RECORD, FALL 1983, P. 10.

BY THE DEPARTMENT OF ELECTRICAL ENGINEERING AND COMPUTER SCIENCE AT MIT. TWO OF THE AUTHORS STATE THAT: "CONTINUING EDUCATION, AS PRESENTLY CONCEIVED AND PRACTICED, IS NOT ENOUGH: EDUCATION MUST BECOME A LIFELONG AFFAIR AND AN INTEGRAL, EXPECTED PART OF PRODUCTIVE WORK. UNIVERSITIES MUST ADD LIFELONG EDUCATION TO THEIR CHARTERS AND INDUSTRIAL ORGANIZATIONS MUST SHARE RESPONSIBILITY FOR IT AS ACTIVE PARTNERS, RATHER THAN AS CUSTOMERS. THIS IS WHAT IS MEANT BY LIFELONG COOPERATIVE EDUCATION."

IF A COLLEGE OR UNIVERSITY BUYS INTO A PHILOSOPHY THAT LEARNING IS LIFELONG, IT CHANGES THE ASSUMPTIONS ON WHICH THE PRESENT COLLEGES AND UNIVERSITIES WERE DEVELOPED. MOST COLLEGES AND UNIVERSITIES ARE DRIVEN BY A SERIES OF DEGREE PROGRAMS, ANY ONE OF WHICH MAY COMPLETE AN INDIVIDUAL'S FORMAL SCHOOLING. THESE DEGREE PROGRAMS, OF COURSE, SUPPORT AN ACTIVE PROGRAM OF RESEARCH. A UNIVERSITY THAT DECIDES TO BECOME A LIFELONG LEARNING UNIVERSITY WILL HAVE TO GIVE SERIOUS THOUGHT TO PART-TIME STUDY, OFF CAMPUS AS WELL AS ON CAMPUS. IF UNIVERSITIES ALSO OPT FOR CURRICULA REFORM SUCH AS THE AACSB AND MIT ARE SUGGESTING THEY WILL BE REDUCING THEIR ISOLATION FROM SOCIETY AND MOVING INTO A KIND OF PARTNERSHIP WITH THEIR GRADUATES WHO ARE PRACTICING PROFESSIONALS. AS THE DEMOGRAPHICS BEGIN TO OPERATE AND THE PAST LABOR SURPLUS OF YOUNG PEOPLE CHANGES TO A LABOR SCARCITY, THERE WILL BE INCREASED INCENTIVES FOR THIS YOUNG COHORT TO DIVIDE THEIR TIME BETWEEN WORK AND LEARNING AND REJECT FULL-TIME GRADUATE STUDY. IN SUMMARY, MY YEAR OF TRAVEL HAS CONVINCED ME THAT WE WILL SEE DEFINITE MOVES TOWARD LIFELONG LEARNING IN PROFESSIONAL CURRICULA AND THAT PART-TIME STUDY

WILL BECOME AN ACCEPTED FACT IN THE NEXT DECADE.

A SECOND OBSERVATION IS THE INCREASED COUPLING OF THEORY AND PRACTICE, THINKING AND DOING, AND KNOWLEDGE AND EXPERIENCE BY UNIVERSITIES WHEN THEY DISCUSS PROFESSIONAL EDUCATION. THE UNIVERSITY STRUCTURE WITH ITS ACADEMIC DISCIPLINES AND DEPARTMENTS WITH THEIR PEER REVIEW ARE WELL DEVELOPED TO FOSTER THE ADVANCE OF THEORETICAL KNOWLEDGE. BUT WHEN IT COMES TIME TO APPLY AND TEST THESE THEORETICAL CONCEPTS, THE FACULTY AND ADMINISTRATION WILL HAVE TO MEET FACE-TO-FACE WITH INDUSTRIALISTS, MILITARY PERSONNEL AND A BROAD SPECTRUM OF SOCIAL, GOVERNMENT AND OTHER AGENCY DIRECTORS. THIS HAS NOT BEEN THEIR MILLIEU BUT IT HAS BEEN OURS. OUR LIAISON ROLE IN THIS SITUATION CAN INCREASE IN IMPORTANCE, IF WE SEIZE THE RIGHT MOMENT. AGAIN, THIS IS NOT AN IDLE OBSERVATION BUT ONE BASED ON WATCHING SEVERAL SCHOOLS OF EDUCATION, WHICH USED TO CLAIM RESEARCH AS ONE OF THEIR PRIMARY MISSION STATEMENTS NOW SQUEEZE IN RESPONSIBILITY FOR INSERVICE EDUCATION FOR TEACHERS AS A CLOSE SECONDARY MISSION. SCHOOLS OF ARCHITECTURE ALSO ARE CHOOSING TO MAKE URBAN CENTERS PART OF THE ACADEMIC FAMILY AND APPOINTING EXPERIENCED DESIGNERS AND BUILDERS AS FACULTY WITHOUT TENURE.

ROBERT MCCORMICK ADAMS, PROVOST AT THE UNIVERSITY OF CHICAGO AND DISTINGUISHED MIDDLE EAST ARCHAEOLOGIST, RECENTLY LEFT UNIVERSITY LIFE TO, IN HIS WORDS, "DO SOMETHING WITH REGARD TO THE SCIENTIFIC AND INTELLECTUAL LIFE OF THIS NATION." IN THE WORDS OF HANNA GRAY, PRESIDENT OF THE UNIVERSITY OF CHICAGO, "ADAMS, A DISTINGUISHED SCHOLAR OF GREAT RANGE AND IMAGINATION IS CONCERNED WITH THE BASIC QUESTIONS OF THE HUMANITIES AND SCIENCES AND INTERESTED IN THE PUBLIC'S UNDERSTANDING OF THOSE ISSUES."

ANOTHER EXAMPLE IS PROVIDED BY MICHAEL SPENCE, WHO WAS JUST APPOINTED TO HEAD HARVARD'S FACULTY OF ARTS AND SCIENCES, THE KEY ADMINISTRATIVE POST UNDER HARVARD'S PRESIDENT, DEREK BOK. IN THE 1981 AWARD OF THE JOHN BATES CLARK MEDAL TO MR. SPENCE AS THE NATION'S OUTSTANDING ECONOMIST UNDER 40, THE AMERICAN ECONOMICS ASSOCIATION NOTED THAT "IN HIS STUDY OF STRATEGIC BEHAVIOR IN BUSINESS HE HAS COMBINED GREAT THEORETICAL FLAIR WITH CLOSE OBSERVATION OF BUSINESS PRACTICE"...AGAIN, THE COUPLING OF THEORY WITH PRACTICE. AS KNOWLEDGE EXPANDS AND AS INDUSTRY'S INVESTMENT IN RESEARCH AND DEVELOPMENT IS SLOWLY BEGINNING TO EXCEED FEDERAL R & D IN THE UNITED STATES, KNOWLEDGE WILL BECOME MORE CLEARLY ASSOCIATED WITH ITS USE. THIS IS A SIGNIFICANT CHANGE FOR CONTINUING EDUCATION BECAUSE THE CONVERSION OF KNOWLEDGE INTO PRACTICE THROUGH A VARIETY OF DELIVERY MECHANISMS IS ONE OF THE FUNCTIONS WE PERFORM WELL.

FROM LIFELONG LEARNER AND THEORY TO PRACTICE IT IS NOT DIFFICULT TO UNDERSTAND THE THIRD OBSERVATION I HAVE ENCOUNTERED OVER AND OVER DURING THE PAST YEAR... INVOLVEMENT WITH THE ACADEMIC CORE OF THE LIBERAL ARTS IS ESSENTIAL FOR CONTINUING EDUCATION TO HAVE STATUS AND STATURE ON CAMPUS. IT DOES NOT MATTER THAT YOU OFFER NO CREDIT COURSES FROM THE COLLEGE OR THAT THE M.A. OR M.S. ARE TWO DEGREES THAT ARE NEVER OFFERED OFF CAMPUS OR ON A PART-TIME BASIS, THE KEY INGREDIENT IS THAT YOU HAVE DIALOGUE WITH THE LIBERAL ARTS FACULTY, THAT THEY PROVIDE A GOOD WORD-OF-MOUTH IMAGE OF YOUR OPERATION DURING THE COFFEE HOURS IN THE CLUBS AND THAT THEY VOTE WITH YOU IN THE SENATE OR OTHER COLLECTIVE GATHERING. AS GEORGE KELLER MENTIONED

YESTERDAY, "WE NEED TO LEARN TO LOVE CONNECTIONS AND MARRIAGES WITH THE LIBERAL ARTS DEPARTMENTS, TO BE PROMISCUOUS IN AN INTELLECTUAL WAY". WE, OF COURSE, ARE DEPENDENT ON THE HUMANITIES IN ALL OF OUR COLLEGES AND UNIVERSITIES BECAUSE IT IS DURING THOSE FORMATIVE UNDERGRAUDATE YEARS THAT OUR PROSPECTIVE STUDENTS LEARN HOW TO LEARN, LEARN HOW TO USE KNOWLEDGE, LEARN HOW TO ANALYZE, HOW TO THINK CRITICALLY AND LEARN THAT LEARNING IS LIFELONG. I HAVE NO MAGIC FORMULA OR PANACEA FOR RELATING TO THE HUMANITIES BUT ABRAHAM FLEXNER DESCRIBED THIS NEED CLEARLY IN HIS WRITING ABOUT THE CHARACTERISTICS OF A PROFESSION. ABRAHAM FLEXNER, YOU WILL RECALL, MADE A SURVEY OF 155 MEDICAL SCHOOLS IN 1910 THAT RESULTED IN MASS REORGANIZATION OF THE MEDICAL PROFESSION. HE SAID, "THE SOCIAL AND PERSONAL LIVES OF PROFESSIONAL MEN (AND WOMEN) ... TEND TO ORGANIZE AROUND A PROFESSIONAL NUCLEUS. YOUR DECISION TO ADHERE TO OR ADOPT THE PROFESSIONAL BEHAVIOR DESCRIBED WILL DETERMINE WHETHER YOU BECOME ONE OF THE GROUP OR A MEMBER OF THE PERIPHERAL FRINGE OF THE UNIVERSITY OR COLLEGE." THE GROUP OR NUCLEUS AT MOST OF OUR COLLEGES AND UNIVERSITIES IS THE ARTS AND SCIENCE FACULTY. TO THE EXTENT THEY UNDERSTAND AND SUPPORT YOUR ACTIVITIES, YOU'LL PROSPER AND TO THE EXTENT THEY VIEW YOU AS AN APPENDAGE YOU MAY HAVE PROBLEMS.

MY FINAL OBSERVATION IS THAT ONE OF THE MOST UNDERVALUED PROFICIENCIES IN CONTINUING EDUCATION IS THE ABILITY OF OUR C & I PERSONNEL TO CREATE AN APPROPRIATE ENVIRONMENT FOR LEARNING. THE DIVERSITY OF ENVIRONMENTS THAT HAVE BEEN ESTABLISHED IS PROOF OF THE CREATIVITY INVOLVED. THE KELLOGG CENTER AT NOTRE DAME IS IN STARK CONTRAST TO THE NEW ENGLAND CENTER IN DURHAM, NEW

HAMPSHIRE. THE WINGSPREAD CONFERENCE CENTER AT RACINE, WISCONSIN IS QUITE DIFFERENT FROM THE UNIVERSITY OF GEORGIA'S HISTORIC CENTER IN ATHENS. BUT THE COMMONALITY IS SERVICE. WHEN PEOPLE HAVE THEIR NEEDS ANTICIPATED, ATTENDED TO AND WITH A QUALITY OF EXCELLENCE, THEY APPEAR TO HAVE A GREATER READINESS FOR LEARNING. THE ENVIRONMENTAL SETTING ALSO PRESENTS A SUPERB OPPORTUNITY TO BRING IN OTHER DISCIPLINES AND OTHER CULTURES BY THE ART ON THE WALL, BY THE MENUS YOU SERVE AND BY THE ENTERTAINMENT YOU PROVIDE. FOR MANY YEARS CONFERENCES AT THE UNIVERSITY OF DELAWARE HAVE BEEN NOTED FOR THE FINE STRING QUARTET THAT PLAYED AFTER DINNER -- AT NOTRE DAME A VISIT TO THE NEIGHBORING SHITE MUSEUM INTRODUCES AN ASETHETIC EXPERIENCE--AND AT CHICAGO PHIL NOWLEN HAS HAD A MARVELOUS RENAISSANCE GROUP THAT ENHANCED THE WARMTH OF THE AFTER-DINNER LIQUEUR. GREAT CONFERENCE EXPERIENCES DO NOT NEED TO BE COSTLY. THE KEY INGREDIENT IS THAT HAPPY COMBINATION OF CONCERN AND SERVICE THAT IS EXTENDED BY EACH MEMBER OF THE CONFERENCE STAFF. IN CAFETERIA SERVICE, ONE OF THE PLEASURES IS TO HAVE YOUR TRAY TAKEN AND YOUR FOOD CLEARED AS SOON AS YOU FINISH. IT'S FUN TO SELECT BUT A CHORE TO COLLECT. IN GREAT HOUSES THAT HAVE BEEN CONVERTED TO CONFERENCE CENTERS, THE AMBIENCE IS APPEALING WHEN WELL DONE. A SOUTHERN MANOR HOUSE RETAINS THE FRUIT CENTERPIECES AND THE GLOWING FIREPLACES AND, AT FRANK LLOYD WRIGHT'S WINGSPREAD, THE QUALITY OF LIFE THE JOHNSON FAMILY KNEW IS CONTINUED WITH THE SERVING OF KRINGLE, A DANISH SPECIALITY IN WISCONSIN, LINEN NAPKINS AND PLACE MATS AND MUSIC AFTER DINNER FOLLOWED BY SHERRY IN FRONT OF THE FIRE.

CONFERENCING IS AN ACTIVITY WE DO WELL AND WE SHOULD BE

PROUD OF. TALENTED RESOURCES IN THIS DOMAIN ARE EQUIVALENT TO ANY OF THOSE IN THE DISCIPLINES. THE SETTING AND THE SERVICE ARE MARKETABLE ENTITIES. THE FRENCH HAVE CREATED AN INTERNATIONAL INDUSTRY AROUND THESE TWO FUNCTIONS. WE CAN CLAIM THEM AS PART OF THE UNIVERSITY'S UNIQUE LEARNING RESOURCES. WHEN PEOPLE ENTER A CONFERENCE SETTING WHERE THE STAFF ARE FRIENDLY AND CONCERNED ABOUT THEIR WELFARE AND, WHERE THE AMENITIES ARE PERFORMED WITH GRACE, THEY USUALLY RESPOND POSITIVELY, THEY BECOME MORE OPEN AND LEARNING BEGINS WITH THEIR CONVERSATIONS WITH THEIR COLLEAGUES. IN THE EMERGING HIGH TECH SOCIETY, THESE BASICS WILL INCREASE IN IMPORTANCE.

TO THIS POINT I HAVE DISCUSSED FOUR OBSERVATIONS CONCERNING CONTINUING EDUCATION IN COLLEGES AND UNIVERSITIES - LEARNING IS LIFELONG, THE COUPLING OF THEORY AND PRACTICE, INVOLVEMENT WITH THE LIBERAL ARTS CORE AND THE IMPORTANCE OF CONTINUING EDUCATION CONFERENCE OPERATIONS. NONE OF THESE OBSERVATIONS REPRESENT PROFOUND REVELATIONS BUT MY INTENT IS TO REPORT TO YOU THAT THESE FACTORS THAT WE HAVE TALKED ABOUT SO LONG ARE NOW ESTABLISHED TO THE POINT THAT WE CAN EXPECT TO SEE THE MISSIONS OF UNIVERSITIES CHANGE TO ACCOMMODATE THEIR REALITY.

FOR THE LAST FEW MINUTES I WOULD LIKE TO SHIFT MY FRAME OF REFERENCE FROM THE INDIVIDUAL AND THE FIELD OF CONTINUING EDUCATION TO THE BOARD AND ITS DIRECTION OF THE AFFAIRS OF THE ASSOCIATION. DURING MY YEAR AS PRESIDENT I HAVE NOTED WITH INCREASING RESPECT AN EVOLVING MATURITY OF THE BOARD IN ITS DELIBERATIONS. SEVERAL FACTORS HAVE CONTRIBUTED TO THIS CHANGE:

1. BEGINNING WITH QUENTIN GESSNER'S PRESIDENCY, THERE HAS BEEN A CONSCIOUS EFFORT TO ENSURE

THE ACCOMPLISHMENT OF THE LONG RANGE GOALS OF THE ASSOCIATION BY CLOSE INVOLVEMENT OF THE PRESIDENT-ELECT IN THE PRESIDENT'S PLANNING. REALIZING THAT ONE YEAR IS INSUFFICIENT TO COMPLETE MANY SUBSTANTIVE PROJECTS, I AGREED TO FOLLOW-THROUGH ON QUENTIN'S INITIATIVES AND HARVEY AND I HAVE BEEN IN CONSTANT COMMUNICATION ABOUT THE CARRY-OVER TO HIS ADMINISTRATION. THIS LINKING OF PRESIDENCIES HAS, FOR EXAMPLE, ENABLED 3 OF 7 POSITION PAPERS COMMISSIONED BY QUENTIN TO REACH THEIR FINAL DRAFT DURING MY TENURE AD PROVIDED FOR ONE, THE ROLE OF CONTINUING EDUCATION IN THE PROFESSIONS, TO BE PUBLISHED AND DISTRIBUTED.

2. THE PROCESS THE BOARD DEVISED TO REVIEW THE PAPERS, IN ITSELF, DEVELOPED NEW STRENGTHS AMONG THE BOARD MEMBERSHIP .. AS THE BOARD BEGAN TO DELIBERATE ON PAPERS CONCERNING THE ROLE OF CONTINUING EDUCATION IN THE PROFESSIONS, LINKAGES WITH THE BUSINESS COMMUNITY AND THE EMERGING ROLE OF HIGHER EDUCATION, THE LEVEL OF DISCUSSION CHANGED AND THE BOARD STRUGGLED WITH EDUCATIONAL ISSUES OF NATIONAL SIGNIFICANCE. FROM MY PERSPECTIVE, THIS CHANGE HAS INDEED BEEN A GROWTH EXPERIENCE FOR ALL CONCERNED.

3. A THIRD FACTOR IS THE INCREASING INVOLVEMENT OF THE ASSOCIATION IN EXTERNAL RELATIONSHIPS. AS

YOU WILL RECALL, THE LONG RANGE PLAN WAS APPROVED BY THE BOARD IN 1982 IN CINCINATTI. THE THIRD PART OF THIS PLAN WAS A COMMITMENT TO DEVELOP AND STRENGTHEN NUCEA'S RELATIONSHIPS WITH EXTERNAL GROUPS. THIS COMMITMENT TO WORK WITH OTHER CONTINUING EDUCATION ASSOCIATIONS TO ADVANCE THE FIELD HAS PRODUCED SIGNIFICANT RESULTS.

AS EXAMPLES: NUCEA HAS HAD A LIAISON ROLE WITH THE COUNCIL ON THE CONTINUING EDUCATION UNIT, WHICH HAS JUST RELEASED, AT A WINGSPREAD CONFERENCE, AN EXCELLENT RESEARCH PROJECT, PRINCIPLES OF GOOD PRACTICE IN CONTINUING EDUCATION.

NUCEA HAS BEEN PART OF A JOINT PROJECT OF THE AMERICAN COUNCIL ON EDUCATION, COUNCIL FOR THE ADVANCEMENT OF EXPERIENTIAL LEARNING AND THE UNIVERSITY OF MARYLAND UNIVERSITY COLLEGE, WHICH HAS JUST PUBLISHED A SELF-STUDY ASSESSMENT AND PLANNING GUIDE FOR POSTSECONDARY EDUCATION INSTITUTIONS.

THE IMPACT OF THESE THREE FACTORS

1. CONTINUITY WITHIN THE PRESIDENCIES
2. COMMISSION AND REVIEW OF POSITION PAPERS AND
3. INCREASING INVOLVEMENT IN EXTERNAL RELATIONSHIPS WITH OTHER CONTINUING EDUCATION ASSOCIATIONS

HAS BROUGHT NUCEA TO A NEW THRESHOLD IN CONTINUING EDUCATION. THE PUBLICATIONS THAT ARE NOW EMERGING FROM THIS COMBINATION OF FORCES ARE BEGINNING TO CREATE THAT BODY OF KNOWLEDGE, THAT CODIFICATION OF PRACTICE AND THAT ETHICAL POSTURE THAT ARE VIEWED AS NECESSARY HALLMARKS OF A PROFESSION. I SUBMIT THAT THESE DEVELOPMENTS HAVE EXTENDED THE VISION OF THE BOARD, ENLIGHTENED

THE PURPOSE OF THE BOARD AND POSITIONED THE ASSOCIATION IN A NATIONAL LEADERSHIP ROLE TO DEVELOP CHANGE STRATEGIES FOR HIGHER EDUCATION.

WHEN I ACCEPTED THE GAVEL FROM QUENTIN LAST YEAR, I SAID MY GOAL WAS TO MAKE NUCEA THE BEST EDUCATIONAL EXPERIENCE IN THE ASSOCIATIONS. FOR ME, BECAUSE OF ALL OF YOU, THIS HAS COME TRUE. I HOPE IT HAS FOR YOU.